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ABSTRACT

This activity book contains charts and checklists to be used in conjunction with the Career Decision-Making (CDM) program text, CE 019 231. (See CE 019 229 for an overview of the total CDM program.) The text contains fifteen units which are sequenced to provide a career exploration and decision-making course for secondary school students. The first four units focus on the central program concepts of career decision-making, self-exploration, and occupational exploration. These units introduce basic skills that students will use throughout the program. Units 5-10 use the Career Information System component (CE 019 233-240) of the CDM program to provide experiences in exploring Worker Trait Groups and occupations in terms of personal characteristics. In units 11-13, students examine major social, environmental, and economic influences on careers. The two final units help students utilize exploration and decision-making skills in developing or clarifying career plans, including tentative occupational choices. (BM)

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ACTIVITIES

for Exploring Career Decision - Making

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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AEL
career
decision-making
program

CE 019 232

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Unit I Activity B – Goal Focus Chart

Directions: Imagine yourself at the age you will be in 5, 15, 40, and 60 years from now. What kinds of things will you want to be doing? What things do you want to have? What kind of person do you want to be?

Year	Your Age	Things You Want to Do	Things You Want to Have	Things You Want to Be
(now)				
(5 years later)				
(15 years later)				
(40 years later)				
(60 years later)				

Unit I Activity E – Adult's Career Pattern Chart

Directions:

1. The penciled markings are the student's own projection of your career pattern. Please make your marks in ink.
2. Draw arrows at your present age.
3. To the left of the arrows, place an X in each square where the activity was part of your career.
4. Where more than one type of activity is X'd at a given age, black in the square representing the activity which was most important to you.
5. To the right of the arrows, place an X in the square of the types of activity which will be part of your career in the future. If you are not sure, place a question mark in the square.

Career Activities	Age in One Year Intervals																	Age in Five Year Intervals										
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	25	30	35	40	45	50	55	60	65	70	75
Education & Training																												
Occupations																												
Home & Family																												
Community & Civic																												
Others (Specify)																												

Tear out this page when told to do so.

Unit I Activity E – Adult's Career Activities List

List the career activities in which you have been engaged. They might include baby-sitting, entering the science fair, lawn mowing, or attending law school. Or you might have worked for a political candidate, in a "project cleanup," etc.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Tear out this page when told to do so.

Unit I Activity F – Personal Career Pattern Chart

Directions:

1. Draw arrows at your present age.
2. To the left of the arrows, place an X in each square where the activity was part of your career.
3. Where more than one type of activity is X'd at a given age, black in the square representing the activity which was most important to you.
4. To the right of the arrows, place an X in the square of the types of activity which will be a part of your career in the future. If you are not sure, place a question mark in the square.

Career Activities	Age in One Year Intervals																	Age in Five Year Intervals										
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	25	30	35	40	45	50	55	60	65	70	75
Education & Training																												
Occupations																												
Home & Family																												
Community & Civic																												
Others (Specify)																												

Unit I Activity F – Personal Career Activities List

List the career activities in which you have been engaged. They might include baby-sitting, entering the science fair, lawn mowing, or attending law school. Or you might have worked for a political candidate, in a "project cleanup," etc.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Unit II Activity D – Applying the Strategy

STEP ONE: Clarify the situation.
Define your goals and values as they relate to the situation. State the outcome you want.

STEP TWO: Search for alternatives.
List all the alternatives you can find. Think about similar situations in your past, talk to others, read. What could you do?

A _____

B _____

C _____

D _____

STEP FIVE: Develop a plan of action and follow through.
What can you do to act on your decision? As you get new information, how might you need to alter the plan?

I will _____

_____

If this doesn't work, I may have to _____

_____

STEP THREE: Identify the criteria.
List the standards an alternative should meet. Think in terms of your goals, values, resources (time, money and people) and how this decision could affect your life as a whole.

I _____

II _____

III _____

IV _____

STEP FOUR: Evaluate the alternatives and decide.
Judge each of the alternatives against your criteria. Put a check in the appropriate column of each criterion the alternative meets. Rate the desirability, probability, and risk by checking high, medium, or low on the chart.

	desirability			probability			risk		
I II III IV	hi	med	lo	hi	med	lo	hi	med	lo
A									
B									
C									
D									

Unit III Activity B – How I Think Others View Me

(Someone at school, a friend, or classmate)

Directions. Rate yourself as you think other people would rate you. Answer the questions by marking the appropriate circle for each item.

This person is	usually	sometimes	rarely
1. happy	O	O	O
2. confident	O	O	O
3. clean	O	O	O
4. optimistic	O	O	O
5. enthusiastic	O	O	O
6. industrious	O	O	O
7. responsible	O	O	O
8. thorough	O	O	O
9. resourceful	O	O	O
10. self-starting	O	O	O
11. knowledgeable	O	O	O
12. creative	O	O	O
13. truthful	O	O	O
14. stable	O	O	O
15. proud	O	O	O
16. ethical	O	O	O
17. friendly	O	O	O
18. cheerful	O	O	O
19. modest	O	O	O
20. outgoing	O	O	O
21. accepting	O	O	O
22. sincere	O	O	O
23. understanding	O	O	O
24. loyal	O	O	O
25. reasonable	O	O	O
26. constructive	O	O	O
27. tolerant	O	O	O
28. democratic	O	O	O
29. fair	O	O	O
30. just	O	O	O
31. lawful	O	O	O
32. polite	O	O	O

Unit III Activity B – Others Looking At Me

(A close friend at school or a classmate)

First person's description of _____

(fill in the name of the student)

Directions: Please do not look at the second person's evaluation of the student so that it will not influence you. Please answer honestly, so the student can get a realistic picture of how you see him or her. If you would rather not answer a particular item, leave it blank. Complete the following questionnaire by marking the appropriate circle for each item.

This person is	usually/sometimes/rarely				usually/sometimes/rarely		
1. happy	O	O	O	17. friendly	O	O	O
2. confident	O	O	O	18. cheerful	O	O	O
3. clean	O	O	O	19. modest	O	O	O
4. optimistic	O	O	O	20. outgoing	O	O	O
5. enthusiastic	O	O	O	21. accepting	O	O	O
6. industrious	O	O	O	22. sincere	O	O	O
7. responsible	O	O	O	23. understanding	O	O	O
8. thorough	O	O	O	24. loyal	O	O	O
9. resourceful	O	O	O	25. reasonable	O	O	O
10. self-starting	O	O	O	26. constructive	O	O	O
11. knowledgeable	O	O	O	27. tolerant	O	O	O
12. creative	O	O	O	28. democratic	O	O	O
13. truthful	O	O	O	29. fair	O	O	O
14. stable	O	O	O	30. just	O	O	O
15. proud	O	O	O	31. lawful	O	O	O
16. ethical	O	O	O	32. polite	O	O	O

Tear out this page when told to do so.

Unit III Activity B – Others Looking At Me

(A parent, family member, relative or neighbor)

Second person's description of _____

(fill in the name of the student)

Directions: Please do not look at the first person's evaluation of the student so that it will not influence you. Please answer honestly, so that the student can get a realistic picture of how you see him or her. If you would rather not answer a particular item, leave it blank. Complete the following questionnaire by marking the appropriate circle for each item.

This person is	usually/sometimes/rarely				usually/sometimes/rarely		
1. happy	O	O	O	17. friendly	O	O	O
2. confident	O	O	O	18. cheerful	O	O	O
3. clean	O	O	O	19. modest	O	O	O
4. optimistic	O	O	O	20. outgoing	O	O	O
5. enthusiastic	O	O	O	21. accepting	O	O	O
6. industrious	O	O	O	22. sincere	O	O	O
7. responsible	O	O	O	23. understanding	O	O	O
8. thorough	O	O	O	24. loyal	O	O	O
9. resourceful	O	O	O	25. reasonable	O	O	O
10. self starting	O	O	O	26. constructive	O	O	O
11. knowledgeable	O	O	O	27. tolerant	O	O	O
12. creative	O	O	O	28. democratic	O	O	O
13. truthful	O	O	O	29. fair	O	O	O
14. stable	O	O	O	30. just	O	O	O
15. proud	O	O	O	31. lawful	O	O	O
16. ethical	O	O	O	32. polite	O	O	O

Tear out this page when told to do so.

Unit III Activity C – Looking at Myself

Directions.

1. Complete the following sentences to express how you really feel. There are no right or wrong answers. Put down what first comes into your mind. Do not spend too much time on any one answer.
2. For each response, in the right-hand column, put a **plus** (+), if you see your reaction as a **strength.** Put a **minus** (−), if you think it is a **weakness.** Place a (+) and a (−), if you think it is **both.** Place a zero (O), if it is **neither.**

(+, −, O)

1. Today, I feel _____ _____
2. I get angry when _____ _____
3. I can't understand why _____ _____
4. I feel bad when _____ _____
5. People think I _____ _____
6. I don't know how _____ _____
7. I like _____ _____
8. I wish people wouldn't _____ _____
9. I am at my best when _____ _____
10. The future looks _____ _____
11. I wish I could _____ _____
12. I look forward to _____ _____
13. I worry about _____ _____
14. I feel proud when _____ _____
15. I am able to _____ _____
16. More than anything else, I want _____ _____

Unit III Activity D – Trust Chart

Directions:

1. Fill in the blank spaces in the "Feelings" and "People" columns with feelings and people you want to add.
2. Use a scale of one (1) to ten (10) to rate your willingness to share feelings or trust people. The lower the number, the less you are willing to share or trust. The higher the number, the more you are willing to share or trust. Try to be honest with yourself.

FEELINGS \ PEOPLE	PARENTS	BROTHERS, SISTERS	BEST FRIEND	STEADY DATE	TEACHER	SCHOOL COUNSELOR	DOCTOR	BOSS					AVERAGES (FEELINGS)
SUCCESS													
COURAGE													
FEAR													
AFFECTION													
FAILURE													
AVERAGE (PEOPLE)													

Unit III Activity H – Work Values Checklist

Very Important	Important	So - So	Not Too Important	Not At All Important	
					Directions. To the left of each value listed below, place an X in the box which shows the importance of the value to you. Answer as you feel now, not as you think you should feel or will feel at some time in the future.
☐	☐	☐	☐	☐	**Stability:** Working with familiar things and situations, suggests routine, order, and lack of change.
☐	☐	☐	☐	☐	**Artistic-Aesthetic Expression:** Designing, working with, or producing pleasing or beautiful things.
☐	☐	☐	☐	☐	**Recognition:** Being known by people, being given respect or having prestige.
☐	☐	☐	☐	☐	**Satisfactory Working Conditions:** Desiring to have pleasant work surroundings.
☐	☐	☐	☐	☐	**Independence:** Being free to plan one's work and move at one's own speed.
☐	☐	☐	☐	☐	**Adventure:** Doing exciting things sometimes involving risk, danger, or the unknown.
☐	☐	☐	☐	☐	**Leadership:** Planning, laying out, managing, or influencing the work of others.
☐	☐	☐	☐	☐	**Achievement:** A sense of well-being from doing a job well.
☐	☐	☐	☐	☐	**Social Service:** Helping others and being concerned for their interests.
☐	☐	☐	☐	☐	**Creativity:** Inventing, designing, developing new ideas or things.
☐	☐	☐	☐	☐	**Security:** Having steady work.
☐	☐	☐	☐	☐	**Adequate Income:** Receiving enough money to take care of one's needs.
☐	☐	☐	☐	☐	**Variety:** Having the chance to do different tasks and activities.
☐	☐	☐	☐	☐	**Intellectual Satisfaction:** Using mental ability, solving problems.
☐	☐	☐	☐	☐	**Satisfactory Co-Workers:** Working with people you like.
☐	☐	☐	☐	☐	**Solitude:** Working alone, or not very closely with others.

Unit IV Activity C – Personal Source Survey

List several sources in each section. Record the information in each section as shown in the example.

DIRECT EXPERIENCE: List full or part-time jobs and other work experiences you have had. Use occupational titles.

Example: baby-sitter

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

PERSONAL OBSERVATION: During the past week, you have seen or used goods and services which involved many workers. Describe the situation and name the occupation you observed.

	Situation	**Occupation**
	Example: bought groceries	grocery checker
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

FRIENDS AND RELATIVES: List your friends and relatives who are sources of occupational information.

	Person	**Occupation**
	Example: Aunt Mary	Real Estate Broker
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

MEDIA: Such media as television, radio, books, and magazines show workers in many occupations. List the media and the occupation you have observed.

	Media	**Occupation**
	Example: television	police officer
	magazine	steel worker
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

Unit IV Activity E – Searching for Key Words

Directions:

a. Read the Job Description of a Chef.

Job Description of a Chef

Head cooks or chefs are in direct charge of kitchens. They supervise the work of the entire staff. Although they may do no cooking themselves — aside from specialties — they are familiar with all of the jobs done by cooks in the kitchen. They see to it that food is arranged and garnished in an attractive manner for serving. They are also familiar with the various cuts and grades of meat. Boning and trimming the meat may be part of their duties. They are responsible for the food portions and a thrifty food budget.

In some of the very large restaurants, chefs may mostly have a manager's duties and may have the title of "executive chef." Their duties then include planning and pricing menus, ordering food, and hiring, supervising, training, and firing staff. In large restaurants, assistant chefs may help the executive chef by taking over part of the kitchen's management.

Conditions of work in quantity food service vary as widely as pay and level of skill. The modern kitchen in restaurants, hotels, or in hospitals, for example, is roomy and cool. Some kitchens are small, crowded, and very hot. In all kitchens, cooks must work standing up and at a very fast pace during rush periods. The physical demands of the work can be great.

A well trained and experienced cook can become a chef. Since a chef has more of a manager's duties, the physical demands of the job may be reduced. Chefs must understand many details and be well organized. They lead and teach less skilled workers.

Adapted from SRA Occupational Brief #115. © 1974, Science Research Associates, Inc.

b. As you read the description a second time, **circle** the following words each time they appear.

may then many some vary likely

c. As you read the description a third time, **underline** the following words each time they appear.

is all are must

Unit V Activity C – Describing Your Interests

Directions. Use the list of activities you wrote in Activity B for the **first area** of interest you selected.

A. Write in the statement which represents the area of interest you are examining.

_____

B. List the activities by groups to show the patterns you have found in this area.

Group 1 _____

_____

_____

_____

Group 2 _____

_____

_____

_____

Group 3 _____

_____

_____

_____

C. Write a general statement that summarizes your interests in each group.

Group 1 _____

_____

_____

_____

Group 2 _____

_____

_____

_____

Group 3 _____

_____

_____

_____

Unit V Activty C – Describing Your Interests

Directions. Use the list of activities you wrote in Activity B for the **second area** of interest you selected.

A. Write in the statement which represents the area of interest you are examining.

_____

B. List the activities by groups to show the patterns you have found in this area.

Group 1 _____

_____

_____

_____

Group 2 _____

_____

_____

_____

Group 3 _____

_____

_____

_____

C. Write a general statement that summarizes your interests in each group.

Group 1 _____

_____

_____

_____

Group 2 _____

_____

_____

_____

Group 3 _____

_____

_____

_____

Unit V Activity D – Using New Terms to Describe Your Interests

First Career Area Selected

A. Write the title of the Career Area Description selected in the **Worker Trait Group Digest.**

Career Area _____

B. Write the titles of the Worker Trait Groups that **best** describe your expressed interest.

Worker Trait Groups _____

_____

C. Describe your **interest,** using as many terms and expressions of the world of work as possible.

_____

_____

_____

_____

_____

Second Career Area Selected

A. Write the title of the Career Area Description selected in the **Worker Trait Group Digest.**

Career Area _____

B. Write the titles of the Worker Trait Groups that **best** describe your expressed interest.

Worker Trait Groups _____

_____

C. Describe your **interest,** using as many terms and expressions of the world of work as possible.

_____

_____

_____

_____

_____

Unit VI Activity B – Relating Work Activities to Your Experiences

Directions:

a. Read each of the work activity descriptions in your textbook starting on page 140.
b. List the related experiences you have had with each type of activity.
c. You have observed workers doing each type of activity. List the titles of their occupations.

1. ACTIVITIES DEALING WITH THINGS AND OBJECTS.

   My Experiences: _____

   _____

   Occupations Observed: _____

   _____

2. ACTIVITIES INVOLVING BUSINESS CONTACT.

   My Experiences: _____

   _____

   Occupations Observed: _____

   _____

3. ACTIVITIES OF A ROUTINE, DEFINITE, ORGANIZED NATURE.

   My Experiences: _____

   _____

   Occupations Observed: _____

   _____

4. ACTIVITIES INVOLVING DIRECT PERSONAL CONTACT TO HELP OR INSTRUCT OTHERS.

   My Experiences: _____

   _____

   Occupations Observed: _____

   _____

5. ACTIVITIES RESULTING IN RECOGNITION OR APPRECIATION FROM OTHERS.

   My Experiences: _____

   _____

   Occupations Observed: _____

   _____

6. ACTIVITIES INVOLVING THE COMMUNICATION OF IDEAS AND INFORMATION.

My Experiences: _____

_____

Occupations Observed: _____

_____

7. ACTIVITIES OF A SCIENTIFIC AND TECHNICAL NATURE.

My Experiences: _____

_____

Occupations Observed: _____

_____

8. ACTIVITIES INVOLVING CREATIVE THINKING.

My Experiences: _____

_____

Occupations Observed: _____

_____

9. ACTIVITIES INVOLVING PROCESSES, METHODS, OR MACHINES.

My Experiences: _____

_____

Occupations Observed: _____

_____

10. ACTIVITIES INVOLVING WORKING ON OR PRODUCING THINGS.

My Experiences: _____

_____

Occupations Observed: _____

_____

Unit VI Activity C – Work Activity Preference Checklist

Directions: Part 1

Use the following scale to rate your preferences for each work activity. Circle the rating describing your feelings about working in an occupation which would involve you in that activity.

+2 Would like the activity very much.
+1 Would like the activity.
0 Would neither like nor dislike the activity.
−1 Would dislike the activity
−2 Would dislike the activity very much.

No.	Type of Activity	Circle the rating describing your feelings about each activity.				
1	Activities dealing with things and objects.	+2	+1	0	−1	−2
2	Activities involving business contact.	+2	+1	0	−1	−2
3	Activities of a routine, definite, organized nature.	+2	+1	0	−1	−2
4	Activities involving direct personal contact to help or instruct others	+2	+1	0	−1	−2
5	Activities resulting in recognition or appreciation from others.	+2	+1	0	−1	−2
6	Activities involving the communication of ideas and information.	+2	+1	0	−1	−2
7	Activities of a scientific and technical nature.	+2	+1	0	−1	−2
8	Activities involving creative thinking.	+2	+1	0	−1	−2
9	Activities involving processes, methods, or machines	+2	+1	0	−1	−2
10	Activities involving working on or producing things.	+2	+1	0	−1	−2

Directions: Part 2

List in order of your preference the ten types of work activities. Place the activity type numbers in the boxes below. Use your ratings given to each activity to help determine the order. For example, if you rated any activities +2, they should be listed ahead of any rated +1.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
First Choice	2nd	3rd	4th	5th	6th	7th	8th	9th	Last Choice

Unit VII Activity B – Relating Work Situations To Your Experiences

Directions:

a. Read each of the work situations described in your textbook starting on page 158.

b. List the related experiences you have had with each type of situation.

c. You have observed workers involved in each type of situation. List the titles of their occupations.

1. PERFORMING DUTIES WHICH CHANGE FREQUENTLY.

   My Experiences: _____

   _____

   Occupations Observed: _____

   _____

2. PERFORMING ROUTINE TASKS.

   My Experiences: _____

   _____

   Occupations Observed: _____

   _____

3. PLANNING AND DIRECTING AN ENTIRE ACTIVITY.

   My Experiences: _____

   _____

   Occupations Observed: _____

   _____

4. DEALING WITH PEOPLE.

   My Experiences: _____

   _____

   Occupations Observed: _____

   _____

5. INFLUENCING PEOPLE'S OPINIONS, ATTITUDES, AND JUDGMENTS.

   My Experiences: _____

   _____

   Occupations Observed: _____

   _____

6. WORKING UNDER PRESSURE.

My Experiences: _____

_____

Occupations Observed: _____

_____

7. MAKING DECISIONS USING PERSONAL JUDGMENT.

My Experiences: _____

_____

Occupations Observed: _____

_____

8. MAKING DECISIONS USING STANDARDS THAT CAN BE MEASURED OR CHECKED.

My Experiences: _____

_____

Occupations Observed: _____

_____

9. INTERPRETING AND EXPRESSING FEELINGS, IDEAS, OR FACTS.

My Experiences: _____

_____

Occupations Observed: _____

_____

10. WORKING WITHIN PRECISE LIMITS OR STANDARDS OF ACCURACY.

My Experiences: _____

_____

Occupations Observed: _____

_____

Unit VII Activity C – Work Situation Preference Checklist

Directions: Part 1

Use the following scale to rate your preferences for each work situation. Circle the rating describing your feelings about working in an occupation which would involve you in that situation.

+2 Could **adapt readily**. Could be **satisfied** with such work.
+1 Could **adapt** to the situation.
0 Am **not sure** or have **no strong** feelings about the situation.
−1 Would be **difficult** to adapt to the situation.
−2 A **difficult situation** I would like to avoid.

No.	Type of Situation	Circle the rating describing your feelings about each situation.				
1	Performing duties which change frequently.	+2	+1	0	−1	−2
2	Performing routine tasks.	+2	+1	0	−1	−2
3	Planning and directing an entire activity.	+2	+1	0	−1	−2
4	Dealing with people.	+2	+1	0	−1	−2
5	Influencing people's opinions, attitudes, and judgments.	+2	+1	0	−1	−2
6	Working under pressure.	+2	+1	0	−1	−2
7	Making decisions using personal judgement.	+2	+1	0	−1	−2
8	Making decisions using standards that can be measured or checked.	+2	+1	0	−1	−2
9	Interpreting and expressing feelings, ideas, or facts.	+2	+1	0	−1	−2
10	Working within precise limits or standards of accuracy.	+2	+1	0	−1	−2

Directions: Part 2

List in **order of your preference** the ten types of work situations. Place the situation type **numbers** in the boxes below. Use the ratings you gave to each situation to help determine the order. For example, if you rated any situations +2, they should be listed ahead of any rated +1.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
First Choice	2nd	3rd	4th	5th	6th	7th	8th	9th	Last Choice

Unit VIII Activity F – Adding a Competency

Step One: Clarify the Situation.

A. Worker Trait Group to be explored: _____

B. Required competency you wish to develop: _____

Step Two: Search for Alternatives.

C. Use the following questions to find ways to develop the skill.

What courses in school would be helpful? _____

_____

What volunteer or part-time work would be helpful? _____

_____

What leisure time or community activities would be helpful? _____

_____

Step Three: Identify the Criteria.

D. Important factors in obtaining the competency.
- — The amount of time required.
- — The ease or difficulty of obtaining the competency.
- — The amount of help needed from others.
- — Other: _____

Step Four: Evaluate Alternatives and Decide.

F. Judge the ways you have found, using the following questions.

What way would take the **most time?** _____

What way would take the **least time?** _____

What way would be the **hardest?** _____

What way would be the **easiest?** _____

What way would require the **most help** from others? _____

What way would require the **least help** from others? _____

Other? _____

What way would you choose? _____ Why? _____

Step Five: Plan a Course of Action and Follow Through.

What are some of the actions you could take **now** to develop this skill? _____

_____ Later? _____

RECORD THE LEVEL NUMBER HERE ▸											
APTITUDE CODE	G	V	N	S	P	Q	K	F	M	E	C

Unit IX Activity D – Aptitude Self-Estimate Record

Directions: In the box below, each aptitude is listed. Place an X in the column indicating the **level** at which you rate yourself for each aptitude. Compare yourself with other people **your age.** Read the aptitude descriptions and clues related to each level in your textbook. Select the level which represents your HIGHEST self-estimate. Some items in the lower level examples may describe traits you possess. In such a case, again use your **highest** self-estimate. Be as accurate as you can. An accurate record will help you in your career exploration.

After you have estimated your level for each aptitude, write those LEVEL NUMBERS in the proper boxes along the edge of the paper above. You will relate your aptitude self-estimates to Worker Trait Group aptitudes in the following activity.

APTITUDES		How I Compare Myself With All Others My Age				
		LOWEST THIRD		MIDDLE THIRD	HIGHEST THIRD	
		10%	23%	33%	23%	10%
		LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
General	G					
Verbal	V					
Numerical	N					
Spatial	S					
Form Perception	P					
Clerical Perception	Q					
Motor Coordination	K					
Finger Dexterity	F					
Manual Dexterity	M					
Eye-Hand-Foot Coordination	E					
Color Discrimination	C					

Unit X Activity G – Paper Clip Game: Requisition Tickets

Directions: Tear out this page when told to do so. Four requisition tickets are needed per crew. Cut along the dotted lines.

REQUISITION TICKET

Date _____

Please give _____ the following supplies.
(Crew member's last name first)

_____ sheets of paper _____ clip chains

(signed) _____, Supervisor

Crew #_____

REQUISITION TICKET

Date _____

Please give _____ the following supplies.
(Crew member's last name first)

_____ sheets of paper _____ clip chains

(signed) _____, Supervisor

Crew #_____

REQUISITION TICKET

Date _____

Please give _____ the following supplies.
(Crew member's last name first)

_____ sheets of paper _____ clip chains

(signed) _____, Supervisor

Crew #_____

REQUISITION TICKET

Date _____

Please give _____ the following supplies.
(Crew member's last name first)

_____ sheets of paper _____ clip chains

(signed) _____, Supervisor

Crew #_____

Tear out this page when told to do so.

Unit X Activity G – Paper Clip Game: Delivery Tickets

Directions: Tear out this page when told to do so. Six delivery tickets are needed per crew. Cut along the dotted lines.

DELIVERY TICKET

Date _____

Please accept the component, serial number _____ from

Crew #_____.

(signed) _____, Supervisor

DELIVERY TICKET

Date _____

Please accept the component, serial number _____ from

Crew #_____.

(signed) _____, Supervisor

DELIVERY TICKET

Date _____

Please accept the component, serial number _____ from

Crew #_____.

(signed) _____, Supervisor

DELIVERY TICKET

Date _____

Please accept the component, serial number _____ from

Crew #_____.

(signed) _____, Supervisor

Tear out this page when told to do so.

Unit X Activity A – Physical Environment

Part 1: The following key describes the various working conditions and physical demands presented in the filmstrip "Working Conditions and Physical Demands."

Working Conditions

I	Inside
O	Outside
B	Both
2	Extremes of cold
3	Extremes of heat
4	Wet and Humid
5	Noise and Vibrations
6	Hazards
7	Fumes, Odors

Physical Demands

S	Sedentary Work
L	Light Work
M	Medium Work
H	Heavy Work
V	Very Heavy Work
2	Climbing or Balancing
3	Stooping, Kneeling
4	Reaching, Handling
5	Talking and/or Hearing
6	Seeing

Part 2: In the table below, circle the letters and numbers you think best describe the working conditions and physical demands of the occupations presented in the filmstrip. Use the key presented in Part 1.

Occupation	Working Conditions					Physical Demands				
Painter	I	O	B	2	3	S	L	M	H	V
	4	5	6	7		2	3	4	5	6
Chemical Worker	I	O	B	2	3	S	L	M	H	V
	4	5	6	7		2	3	4	5	6
Airline Pilot	I	O	B	2	3	S	L	M	H	V
	4	5	6	7		2	3	4	5	6
Traffic Officer	I	O	B	2	3	S	L	M	H	V
	4	5	6	7		2	3	4	5	6
Newspaper Reporter	I	O	B	2	3	S	L	M	H	V
	4	5	6	7		2	3	4	5	6
Physical Therapist	I	O	B	2	3	S	L	M	H	V
	4	5	6	7		2	3	4	5	6
Meat Dresser	I	O	B	2	3	S	L	M	H	V
	4	5	6	7		2	3	4	5	6
Surveyor	I	O	B	2	3	S	L	M	H	V
	4	5	6	7		2	3	4	5	6

Part 3: Cross out the letters and numbers of the working conditions and physical demands you do not like. Circle those you like most.

Working Conditions: I O B 2 3 4 5 6 7

Physical Demands: S L M H V 2 3 4 5 6

Describe a work setting you would not like _____

_____

Describe a work setting you would not mind _____

_____

Describe a work setting you would like very much _____

_____ Occupational Title _____

Unit XII Activity C – Single Worker Living Costs

Part I — Income for Single Worker

a. If you earned the federal minimum wage and worked 40 hours a week for 52 weeks, what would be your yearly income? ..... **Yearly income** $_____.

b. What would be your monthly income? ..... **Monthly income** $_____.

c. Estimate your taxes to be 10 percent of your income. What would be your monthly income after you have subtracted your taxes? ..... **Monthly income after taxes** $_____.

Part II — Budget for Single Worker

Budget for the month of _____. Use your monthly income **after taxes** to calculate your budget.

BUDGET AREA	**BUDGET ITEM COST** (If any)	**TOTAL COST OF BUDGET AREA** (Add figures in second column to get total)
HOUSING		$_____
FOOD	1. Groceries $_____ 2. Meals out $_____	$_____
UTILITIES	1. Phone $_____ 2. Electricity $_____ 3. Other $_____	$_____
TRANSPORTATION	1. Bus/Subway/Taxi $_____ 2. Car payments $_____ 3. Car maintenance and gas $_____ 4. Car insurance $_____	$_____
CLOTHING		$_____
HOUSEHOLD SUPPLIES	1. Maintenance supplies $_____ 2. Personal grooming items $_____ 3. Furniture and appliances $_____	$_____
INSURANCE	1. Health $_____ 2. Life $_____	$_____
MISCELLANEOUS	1. Medical/Dental expenses $_____ 2. Other $_____	$_____
ENTERTAINMENT		$_____

TOTAL EXPENSES (Add figures in third column) ..... $_____

INCOME (Enter monthly income after taxes) ..... $_____

SAVINGS (Income minus Total Expenses) ..... $_____

Unit XII Activity C – Married Worker Living Costs

Part I — Income for Married Worker

a. Calculate your income if you were married, with only **one** person employed in a **childless** family. If you worked 40 hours a week for 52 weeks, earning the federal minimum wage, what would be your yearly income? ..... Yearly income $_____

b. What would be your monthly income? ..... Monthly income $_____

c. Estimate your taxes to be 7 percent of your income. What would be your monthly income after you have subtracted your taxes? ..... Monthly income after taxes $_____

Part II — Budget for Married Worker

Budget for the month of _____. Use your monthly income **after taxes** to calculate your budget.

BUDGET AREA	BUDGET ITEM COST (If any)		TOTAL COST OF BUDGET AREA (Add figures in second column to get total)
HOUSING			$_____
FOOD	1. Groceries	$_____	
	2. Meals out	$_____	$_____
UTILITIES	1. Phone	$_____	
	2. Electricity	$_____	
	3. Other	$_____	$_____
TRANSPORTATION	1. Bus/Subway/Taxi	$_____	
	2. Car payments	$_____	
	3. Car maintenance and gas	$_____	
	4. Car insurance	$_____	$_____
CLOTHING			$_____
HOUSEHOLD SUPPLIES	1. Maintenance supplies	$_____	
	2. Personal grooming items	$_____	
	3. Furniture and appliances	$_____	$_____
INSURANCE	1. Health	$_____	
	2. Life	$_____	$_____
MISCELLANEOUS	1. Medical/Dental expenses	$_____	
	2. Other	$_____	$_____
ENTERTAINMENT			$_____

TOTAL EXPENSES (Add figures in third column) ..... $_____

INCOME (Enter monthly income after taxes) ..... $_____

SAVINGS (Income minus Total Expenses) ..... $_____

Unit XII Activity C – Desired Standard of Living Income

Directions: Now that you are more familiar with living costs, estimate the budget that would reflect your desired standard of living. If marriage and/or children are part of your desired lifestyle, adjust your budget figures accordingly. The "TOTAL EXPENSES" figure will indicate the monthly income (after taxes) you need to **meet** the demands of your desired standard of living.

BUDGET AREA	**BUDGET ITEM COST** (If any)	**TOTAL COST OF BUDGET AREA** (Add figures in second column to get total)
HOUSING		$_____
FOOD	1. Groceries $_____ 2. Meals out $_____	$_____
UTILITIES	1. Phone $_____ 2. Electricity $_____ 3. Other $_____	$_____
TRANSPORTATION	1. Bus/Subway/Taxi $_____ 2. Car payments $_____ 3. Car maintenance and gas $_____ 4. Car insurance $_____	$_____
CLOTHING		$_____
HOUSEHOLD SUPPLIES	1. Maintenance supplies $_____ 2. Personal grooming items $_____ 3. Furniture and appliances $_____	$_____
INSURANCE	1. Health $_____ 2. Life $_____	$_____
MISCELLANEOUS	1. Medical/Dental expenses $_____ 2. Other $_____	$_____
ENTERTAINMENT		$_____
SAVINGS		$_____

TOTAL EXPENSES (Add figures in third column) ..... $_____

INCOME (Enter monthly income after taxes) ..... $_____

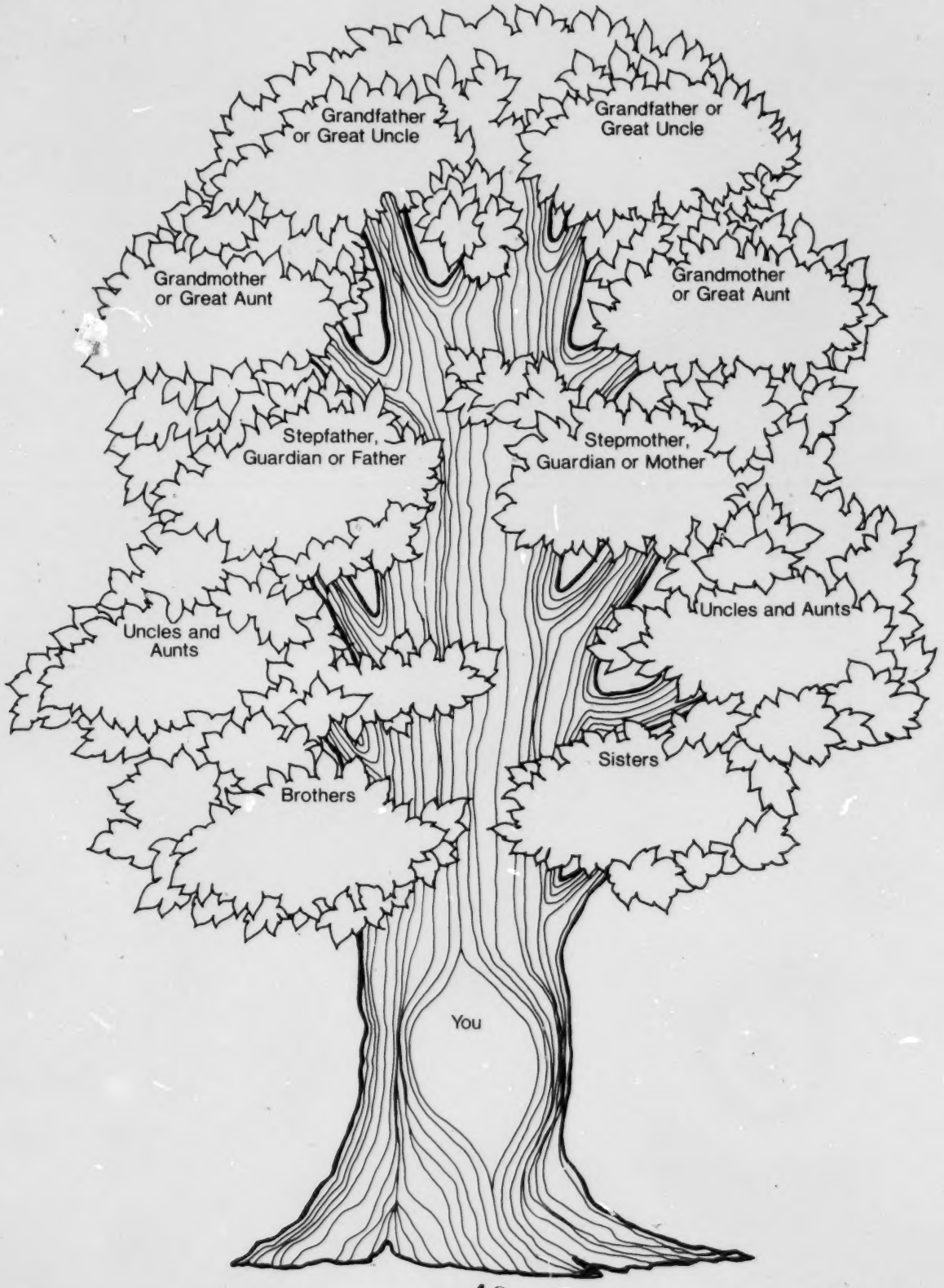
SAVINGS (Income minus Total Expenses) ..... $_____

Unit XII Activity F – Economic Blueprint

Age	Family		Education/Training		Occupation	
38						
36						
34						
32						
30						
28						
26						
24						
22						
20						
18						
16						
	Income	Expenses	Income	Expenses	Income	Expenses

Unit XIII Activity D – Tree of Occupations

Directions: A person's family plays a role in his/her choices of occupations. The occupations of the members of your family can influence you. In the following tree, write in the occupations held by the indicated members of your family.



Unit XIII Activity E – Advice, Advice, and More Advice

Directions:

A. Identify and record the value the parent is recommending in each statement.
B. For each statement, select and record the number(s) which correspond to conflicting value statement(s).
C. Make an "X" by each statement with which you think your family would agree.
D. Make an "O" by each statement with which you agree.

1. "Get a job that doesn't take over your life. A person needs time for both work and play."

   Value _____ Conflicts with _____

2. "It's a man's duty to support his wife and children."

   Value _____ Conflicts with _____

3. Pick a job that demands something of you so you can grow and develop."

   Value _____ Conflicts with _____

4. "A person has to be willing to work 10 or 12 hours a day to get ahead in this world."

   Value _____ Conflicts with _____

5. "Do your own thing."

   Value _____ Conflicts with _____

6. "You've got to get a job doing something. If you don't, you're a bum. Everyone has to pull his or her own load."

   Value _____ Conflicts with _____

7. "Girls should go to college and find themselves a good man."

   Value _____ Conflicts with _____

8. "We need to simplify our lives to be happy. We need to go back to living off the land and working with our hands."

   Value _____ Conflicts with _____

9. "Get ahead at whatever cost."

   Value _____ Conflicts with _____

10. "I don't care what you want to do. You're going into business with your father."

    Value _____ Conflicts with _____

11. "What you want is a job in something steady and secure."

    Value _____ Conflicts with _____

12. "Get a job that pays good money."

    Value _____ Conflicts with _____

13. "Take risks; you can never do anything exciting unless you do."

    Value _____ Conflicts with _____

14. "Get a job where you don't get your hands dirty."

    Value _____ Conflicts with _____

15. "Women shouldn't compete with men."

    Value _____ Conflicts with _____

16. "Create your own job. Use some imagination and a little initiative to escape the humdrum routine."

    Value _____ Conflicts with _____

17. "You've got to get a college education. You can't do anything without it."

    Value _____ Conflicts with _____

Unit XIII Activity F – Peer Influence Checklist

Directions: Place a check mark in the proper column to indicate how much your peers influence your decisions.

TYPE OF DECISION	NOT AT ALL OR VERY LITTLE	SOME	A LOT
1. What classes I take			
2. What books I read			
3. What I will do after high school			
4. Whether and where I will go to college			
5. Who I will date			
6. Who my friends are			
7. What grades I get			
8. How I treat other teenagers			
9. What records I like			
10. What I would like to be			
11. Whether I smoke			
12. Whether I get a part-time job			
13. How I treat my teachers			
14. What clothes I buy			
15. What politicians I support			
16. What my hobbies are			
17. Whether I cheat on a test			
18. Whether I get married after high school			
19. Whether I go to class			
20. Whether I finish high school			

Unit XIV Activity A – Checking Your Goals

I — **Diagram Instructions:**

a. In the "Goals" section, state your ten year goals under A, B, and C.

b. In the "Planning Factors" section, evaluate each goal in relation to the factors listed in the 14 columns. If you **have considered** or feel **positive** about the planning factor, put a check (√) in the column blank. If you have **not considered** or are **unsure** about the factor, leave the space in the column **blank.** If the planning factor does **not apply** to your goal, write **"N/A"** in the column blank. Refer to the planning factors' definitions on page 357 of your textbook to help you evaluate each goal.

	PLANNING FACTORS													
	Freely	Alternatives	Satisfied	Strengths	Weaknesses	Feel	Schooling	Courses	Ways	Finances	Obstacles	Information	Leisure	Useful
GOALS	1	2	3	4	5	6	7	8	9	10	11	12	13	14
A I want to have ten years from now:														
1.														
2.														
3.														
B I want to do ten years from now:														
1.														
2.														
3.														
C I want to be ten years from now:														
1.														
2.														
3.														

II — For each **goal,** list the **numbers** of the columns left blank.

Goals A _____ Goals B _____ Goals C _____

III — **Review** the definitions of planning factors which correspond to the numbers you just listed on page 357 of the textbook. Use them to help you list your planning needs as questions you should consider in career planning.

Goals A _____

_____

Goals B _____

_____

Goals C _____

_____

Unit XIV Activity B – Options

Directions:

a. In Column 1, list the options that might apply to your goals.
b. In Column 2, put an "X" by each option whose requirements you could meet.
c. In Column 3, put an "X" by each option you plan to include in your career.
d. In Column 4, put an "X" by each option you want to explore further.

COLUMN 1 Options	**COLUMN 2** Requirements	**COLUMN 3** Will Include	**COLUMN 4** Will Explore

Unit XV Activity F – Application Form

Personal

Name _____ Phone _____
Last First Middle (Area Code)

Address _____
Street City State Zip Code

Social Security Number _____ Age _____ Date of Birth _____
(Age use is non-discriminatory)

Apply for: Full time ☐ Part time ☐ Temporary ☐ Summer ☐

For what type of position are you applying? _____

Date available for work _____ Salary expected _____

Are you willing to relocate? _____ Referred to us by _____

Marital Status: Single ☐ Engaged ☐ Married ☐ Divorced ☐ Separated ☐ Widowed ☐

How long married _____ No. of children _____ Ages _____ Other dependents _____

If married, Spouse's name _____ Occupation _____

Were you reared in city ☐ town ☐ country ☐ How long have you lived at present address _____

Previous address _____

Do you: Rent ☐ Own ☐ A house ☐ Apt. ☐ Mobile Home ☐ Live with parents ☐

Physical Qualifications

Height _____ Weight _____ What is the condition of your health: Good ☐ Satisfactory ☐ Poor ☐

How much time lost on account of illness within the last two years _____

Explain: _____

List any physical handicaps you may have _____

Are you currently taking any kind of medication? _____ If yes, reason _____

Will you take a physical exam at company expense? _____

Education

Circle last year completed	High School 1 2 3 4	College 1 2 3 4	Graduate 1 2 3 4

Name and location of school	Dates attended From	Dates attended To	Date you did/ will graduate Mo. & Yr.	Degree received or hours earned
Junior High School				
High School				
Junior College and College(s)				
Other: Business, Technical, etc.				

Tear out this page when told to do so.

Major field of study _____ Minor _____

Do you intend to continue your education _____ If yes, when and where _____

List any honors, scholarships, awards, etc. _____

_____

Check skills and training acquired if related to employment interest.		Years of Schooling	Years of Experience
☐ Typing _____ WPM Manual ☐ Electric ☐	☐ Bookkeeping	_____	_____
☐ Keypunch ☐ Calculator ☐ Filing	☐ Accounting	_____	_____
☐ Shorthand dictation _____ WPM	☐ Mathematics	_____	_____
☐ Transcribing equipment	☐ Other _____		
☐ Adding Machine	_____		

Military

What is your Selective Service Classification _____

Have you served in the U.S. Armed Forces _____ If yes, what branch _____

Dates of service: From _____ To _____

Employment History

It is important to you that all employers are listed and employed time recorded accurately. Indicate present or most recent employer first, next previous, etc.

Dates Employed	Company's Name and Address	Immediate Supervisor	Your Position and Duties	Salary	Reason For Leaving
From: _____ To:				Starting _____ Final	
From: _____ To:				Starting _____ Final	
From: _____ To:				Starting _____ Final	

May your present employer be contacted at this time for a reference? _____

Why do you wish to change your present employment? _____

Which of your former jobs did you like best? _____

Why? _____

What kind of position would you prefer if available? _____

I understand and agree that any employment entered into between this company and myself is conditioned upon the truthfulness of the statements contained in this application and the passing of a physical exam. I give you the right to investigate all statements above.

_____

Tear out this page when told to do so.

Personal signature of applicant in ink.

Worker Trait Group Selection Chart – Page 1

AREAS and WORKER TRAIT GROUPS	Column 1 Expressed Interests	Column 2 Work Activities	Column 3 Work Situations	Column 4 School Subjects	Column 5 Further Exploration?
01: ARTISTIC					
01.01 Literary Arts		5, 6, 8	3, 4, 5, 7, 9		
01.02 Visual Arts		6, 8	3, 4, 7, 9		
01.03 Performing Arts: Drama		5, 6, 8	3, 4, 7, 9		
01.04 Performing Arts: Music		5, 6, 8	3, 4, 7, 9		
01.05 Performing Arts: Dance		5, 6, 8	3, 4, 7, 9		
01.06 Technical Arts		1, 9, 10	7, 8, 10		
01.07 Amusement		2, 6	4, 5, 7, 9		
01.08 Modeling		3, 6	4, 9		
02: SCIENTIFIC					
02.01 Physical Sciences		1, 6, 7, 8	7, 8		
02.02 Life Sciences		1, 6, 7, 8	7, 8		
02.03 Medical Sciences		4, 5, 7	4, 7, 8, 10		
02.04 Laboratory Technology		1, 7, 9	8, 10		
03: NATURE					
03.01 Managerial Work: Nature		1, 2, 7, 9, 10	1, 3, 4, 7, 8		
03.02 General Supervision: Nature		5, 9	1, 3, 4, 7, 8		
03.03 Animal Training & Care		3, 4, 6	1, 4, 7, 8		
03.04 Elemental Work: Nature		1, 3, 9	1, 2		
04: AUTHORITY					
04.01 Safety & Law Enforcement		2, 5, 6	1, 3, 4, 6, 7		
04.02 Security Services		2, 3, 6	4, 6, 7		
05: MECHANICAL					
05.01 Engineering		1, 2, 6, 7, 8, 9	1, 4, 7, 8		
05.02 Managerial Work: Mechanical		2, 5, 6, 7, 9	1, 3, 4, 7, 8		
05.03 Engineering Technology		1, 7, 9	7, 8, 10		
05.04 Air & Water Vehicle Operation		1, 5, 9	3, 4, 6, 7, 8, 10		

Worker Trait Group Selection Chart – Page 2

AREAS and WORKER TRAIT GROUPS	Column 1 Expressed Interests	Column 2 Work Activities	Column 3 Work Situations	Column 4 School Subjects	Column 5 Further Exploration?
05.05 Craft Technology		1, 9, 10	1, 7, 8, 10		
05.06 Systems Operation		1, 9	1, 3, 8, 10		
05.07 Quality Control		1, 3, 9	7, 8, 10		
05.08 Land Vehicle Operation		1, 3, 9	8		
05.09 Materials Control		1, 2, 3, 9	4, 8, 10		
05.10 Skilled Hand & Machine Work		1, 3, 9, 10	8, 10		
05.11 Equipment Operation		1, 3, 9	8, 10		
05.12 Elemental Work: Mechanical		1, 3, 9	8, 10		
06: INDUSTRIAL					
06.01 Production Technology		1, 9, 10	3, 4, 8, 10		
06.02 Production Work		1, 3, 9, 10	2, 3, 4, 8, 10		
06.03 Production Control		1, 3, 9, 10	2, 8, 10		
06.04 Elemental Work: Industrial		1, 3, 9, 10	2, 10		
07: BUSINESS DETAIL					
07.01 Administrative Detail		2, 5, 6	1, 4, 7, 8		
07.02 Mathematical Detail		1, 2, 3, 9	2, 8, 10		
07.03 Financial Detail		1, 2, 3	4, 8, 10		
07.04 Information Processing: Speaking		2, 3, 6, 9	1, 4, 8		
07.05 Information Processing: Records		2, 3, 6	4, 8, 10		
07.06 Clerical Machine Operation		1, 3, 9	2, 4, 8, 10		
07.07 Clerical Handling		1, 3	8, 10		
08: PERSUASIVE					
08.01 Sales Technology		2, 5, 6, 7	4, 5, 7, 8		
08.02 General Sales		2, 6	4, 5, 7, 8		
08.03 Vending		2, 3	4, 5		
09: ACCOMMODATING					
09.01 Hospitality Services		2, 5, 6	1, 3, 4, 7		

Worker Trait Group Selection Chart – Page 3

AREAS and WORKER TRAIT GROUPS	Column 1 Expressed Interests	Column 2 Work Activities	Column 3 Work Situations	Column 4 School Subjects	Column 5 Further Exploration?
09.02 Barbering & Beauty Services		2, 8, 9	1, 4, 7, 8, 10		
09.03 Passenger Services		2, 3, 9	4, 7, 8		
09.04 Customer Services		1, 2, 3	4		
09.05 Attendant Services		2, 3	4		
10: HUMANITARIAN					
10.01 Social Services		4, 5, 6, 8	1, 3, 4, 7		
10.02 Nursing & Therapy Services		4, 6, 7	1, 4, 7, 8, 10		
10.03 Child & Adult Care		2, 3, 4	1, 4, 7, 8, 10		
11: SOCIAL/BUSINESS					
11.01 Mathematics & Statistics		6, 7, 9	3, 7, 8		
11.02 Educational & Library Services		2, 4, 5, 6	1, 3, 4, 7		
11.03 Social Research		6, 7, 8	1, 4, 7, 8		
11.04 Law		2, 5, 6, 8	1, 4, 5, 7, 8		
11.05 Business Administration		2, 5, 6	1, 3, 4, 7, 8		
11.06 Finance		1, 2, 5, 6, 7, 9	4, 7, 8		
11.07 Services Administration		2, 4, 5, 6	1, 3, 4, 7		
11.08 Communication		2, 5, 6	1, 3, 4, 7, 8		
11.09 Promotion		2, 5, 6	1, 3, 4, 5, 7		
11.10 Regulations Enforcement		2, 6	1, 3, 4, 7, 8		
11.11 Business Management		2, 5	1, 3, 4, 7, 8		
11.12 Contracts & Claims		2, 5, 6	1, 3, 4, 7, 8		
12: PHYSICAL PERFORMING					
12.01 Sports		5	4, 5, 6, 7, 8		
12.02 Physical Feats		5, 9	6, 7		

Worker Trait Group Exploration Chart

Column 1	Column 2		Column 3	Column 4	Column 5	Column 6	Column 7		Column 8		Column 9	Column 10
WTG # and Title	School Subjects +	−	Work Performed +, −, ?	Worker Requirements +, −, ?	Clues +, −, ?	Preparation, Education and Training +, −, ?	Aptitudes +	−	Physical Demands +	−	Working Conditions + −	Further Exploration?

Career Planning Chart

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
WTG #	Occupations	Work Setting	Leisure Activities	Economic Factors	Social and Family Factors	Career Alternative?